

CURRICULUM VITAE

JAMES P. LANTOLF

Center for Language Acquisition
<http://language.la.psu.edu>

Department of Applied Linguistics
<http://lals.la.psu.edu/>

CALPER (Center for Advanced Language Proficiency Education and Research)
<http://calper.la.psu.edu/>

304 Sparks Building
The Pennsylvania State University
University Park, PA 16802

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A. PERSONAL

Phones

office: 814-863-7038

home: 814-867-6378

e-mail: JPL7@PSU.Edu

Home Address: 538 E. Hamilton Ave.

State College, PA 16801

B. EDUCATION

Ph.D. Linguistics: 1974 Pennsylvania State University

M.A. Spanish: 1971 Pennsylvania State University

B.S. Education/Spanish: 1969 University of Scranton

C. PROFESSIONAL EXPERIENCE

1. ACADEMIC POSITIONS

George and Jane Greer Professor in Language Acquisition and Applied Linguistics: Penn State University (2005 to present).

Professor of Applied Linguistics: Penn State University (July 1, 1999 to 2005).

Professor of Linguistics and Romance Studies: Cornell University (1991 to 1999).

Professor of Applied Linguistics: University of Delaware (1989 to 1991).

Associate Professor of Applied Linguistics: University of Delaware (1980 to 1991).

Assistant Professor of Spanish/Bilingual Studies: University of Texas at San Antonio (1977 to 1980).

Assistant Professor of Spanish: State University of New York College at Geneseo (1974 to 1977).

2. ADMINISTRATION

Director of the Center for Language Acquisition, Penn State University (July 1, 1999 to present).

Co-director of the Penn State National Foreign Language Resource Center -- CALPER [Center for Advanced Language Proficiency Education and Research] (2002 to present).

Acting Chair, Department of Modern Languages, Cornell University (1998 to 1999).

Associate Chair, Department of Modern Languages, Cornell University (1995 to 1998).

Associate Chair, Department of Modern Languages and Linguistics. Cornell University (1991 to 1995).

Director of Graduate Studies, Department of Linguistics. University of Delaware (1986 to 1991).

Chair of Department of Linguistics. University of Delaware (1985 to 1987).

Director of Foreign Language Teacher Education Program. University of Delaware (1980 to 1986).

Director of Foreign Language Instruction. University of Texas at San Antonio (1977 to 1980).

3. GUEST PROFESSORSHIPS, INTERNATIONAL TEACHING POSITIONS AND ACADEMIC CONSULTATION

Visiting Scholar, Faculty of Education, University of Hong Kong (May 25 – June 4, 2007).

Professor, Australian Applied Linguistics Institute, University of Melbourne (July 2000).

Visiting Scholar, Department of Linguistics and Applied Linguistics, University of Melbourne (spring 1998).

Visiting Professor, Department of English Studies, University of Nottingham (fall 1997).

Academic Consultant on Language Learning for the UNESCO Curriculum Reform Project -- Bolivian Ministry of Education (June 1995).

Professor in FIPSE sponsored graduate program for teachers of American Sign Language. Western Maryland College (1989 to 1992).

USIA academic specialist in psycholinguistics and second language learning. Yugoslavia (March 1988).

Guest Professor --Department of Developmental and Social Psychology, University of Rome, La Sapienza (January-March 1987).

Visiting Professor of Applied Spanish Linguistics. University of Kassel, Federal Republic of Germany (April-July 1987).

USIA academic specialist in psycholinguistics and second language learning. Yugoslavia (March 1987).

USIA academic specialist in psycholinguistics and second language learning. American University Alumni Association, Bangkok, Thailand (October 1987).

Specialist in psycholinguistics, language testing and Spanish linguistics for seminars on second language learning sponsored by Tennessee Tech University (summer 1986 and 1988).

USIA academic specialist for language instruction. Binational Centers (Sao Luis, Fortaleza, Santos, Campinas, Sao Paulo, Salvador, Porto Alegre, Rio de Janeiro) Brazil (summer 1983 and summer 1985).

D. PROFESSIONAL ACTIVITIES

1. Offices Held in Organizations

President of the American Association for Applied Linguistics (2004-2005).

First Vice President of the American Association for Applied Linguistics (2003-2004)

Second Vice President of the American Association for Applied Linguistics (2002-2003).

Member Nominating Committee of the American Association for Applied Linguistics (1997)

Executive Committee & Treasurer of International Association of Applied Psycholinguistics (1988 to 1992).

Delegate of the Linguistic Society of America to the American Council on the Teaching of Foreign Languages (1994 to 1997).

Chair of Executive Committee on Applied Linguistics, Modern Language Association of America (1982 and 1983).

Member of Executive Committee on Applied Linguistics, Modern Language Association of America (1979 to 1984).

Delegate of Applied Linguistics Division to MLA Delegate Assembly (1975 to 1977 and 1985 to 1987).

President of Texas Affiliate of TESOL International (1979 to 1980).

Chair of Applied Linguistics Section of Northeast MLA (1978).

2. Conferences and Institutes Organized

Academic Coordinator of the 1st and 2nd Penn State Summer Institutes in Applied Linguistics (summer 2002 & summer 2005), University Park, PA.

Program Chair for the Annual Conference of the American Association for Applied Linguistics. May 1-4, Portland, Oregon (2003-2004).

Coordinator of Applied Linguistics section of the Linguistics Society of American Summer Institute.
(July 1997) Cornell University, Ithaca, NY.

Founder of the Sociocultural Theory and Second Language Learning research group in 1993 (the group holds an annual meeting to discuss research progress on SLA from the perspective of sociocultural theory)

Coordinator of the Delaware Symposium on Language Studies VI and VII (1984 and 1985).

Coordinator of Eleventh Linguistic Symposium on Romance Languages. San Antonio, Texas (1981).

Coordinator of the Third Annual Colloquium on Hispanic and Luso-Brazilian Linguistics. Oswego, New York (1976).

3. External Evaluations Conducted

Department of TESOL and Applied Linguistics, UCLA (November 2006)

Department of English and Linguistics, Brigham Young University (October 2006)

Department of French, Italian and Hispanic Studies of the University of British Columbia (September 2004).

New Ph.D. program in second language acquisition, University of Wisconsin (2000).

Graduate Program, Department of Modern Languages and Culture Studies, University of Alberta (October 1999)

Romance Language Program at the University of Michigan (November 1996)

Spanish Department at Wellesly College (May 1996)

4. Review Activities

Manuscript evaluator for Oxford University Press, Cambridge University Press, Routledge Press.

Coordinator of the Sociocultural Theory strand of annual conference of the American Association for Applied Linguistics (1999).

Coordinator of the Psycholinguistics strand of the annual conference of the American Association of Applied Linguistics (1996).

Final round evaluator for the TESOL /Newbury House Distinguished Research Award for 1995, 1996

Referee grant proposals for Social Science and Humanities Research Council of Canada (1988 to present).

5. Miscellaneous

Co-organizer of the Cornell University/Cambridge University Press Corpus Linguistics Project (1997-1999).

Developed the curriculum in language teaching methodology and second language acquisition for FIPSE funded MA program in American Sign Language Education at Western Maryland College (1988/89).

Member of Delaware State Committee on Foreign Language Education (1986 to 1991).

Coordinator of teacher training programs for International Institute of Education (1983 and 1984).

Analyst for National Spanish Examination of American Association of Teachers of Spanish and Portuguese (1983).

E. EDITORIAL ACTIVITIES

Co-editor of *Applied Linguistics* (Oxford University Press, 1993-1998).

Advisory Panel of *Estudios de Lingüística Inglesa Aplicada*, University of Seville (appointed 2006)

Editorial Board *Asian EFL Journal* (appointed 2005)

Editorial Board for *EUROSLA* (2005 to 2008)

Editorial Board of CALS Occasional Papers (Centre for Applied Language Studies), University of Limerick, Ireland (appointed 2005)

Editorial Board for Series "ESL and Applied Linguistics Professional Series " published by Lawrence Erlbaum Press (2000 to present)

Editorial Board for Series "English in the World" of the University of Valencia Press (2000 to present)

Editorial Panel, *Journal of Applied Linguistics* (appointed 2002)

Editorial Board, *Spanish in Context* (appointed 2002)

Editorial Board, *Critical Inquiry in Language Studies: An International Journal* (appointed 2002)

Editorial Board, *Revista Electrónica de la Lengua Española* (2001 to present)

Editorial Board, *The Modern Language Journal* (1997 to present)

Editorial Panel, *Applied Linguistics* (1998 to 2004)

Editorial Board, *Spanish Applied Linguistics* (1997 to 2002)

Editorial Advisory Committee for *Studies in Second Language Acquisition* (1990 to 1995).

Editor of *Delaware Papers in Linguistics* (an applied working papers series inaugurated in 1988).

F. GRANTS

National Foreign Language Resource Center – CALPER (Center for Advanced Language Proficiency Education and Research) – Funded by the U. S. Department of Education. \$1,432,000. Co-PIs – J. P. Lantolf, and Karen Johnson. Funded 2002-2006 renewed through 2010 (\$1,252,000).

Educational Testing Service (for analysis of washback effects of the new TOEFL exam). Co-investigator with Karen Johnson. Co-PIs Elana Shohamy and Elizabeth Hamp-Lyons). Funded at \$125,000. Fall – Spring 2002-03.

Penn State Telecollaboration Project. Department of Education. Co-PIs – Celeste Kinginger, J. P. Lantolf, Steven Thorne. August 2000 to August 2003 – \$409,000.

NSF grant for establishing a computer network and CD Rom database at Cornell for undergraduate research in language acquisition and cognitive studies. Funded at \$87,000 from May 15, 1995 to April 30, 1997. Co-PIs Barbara Lust, J. P. Lantolf, Allard Jongman.

Not Funded

Advanced Language Technology Education and Research (ALTER) to U.S. Department of Education. Co-PIs, Scott Payne, J. P. Lantolf, S. L. Thorne (\$689,000). Not funded (2004). Resubmitted 2005.

Using Dynamic Assessment to Frame Alzheimer's Disease. To Alzheimer's Foundation. Co-PI with Sinfree Makoni (\$236,000). Not funded (2004). Resubmitted 2005.

G. HONORS, AWARDS, LISTINGS

Language Learning Distinguished Scholar. Institute for Language Teaching and Learning. University of Auckland. Auckland, NZ. Sept. 20 to Oct. 1, 1999.

Who's Who in America. 54th edition. September 2000.

Men of Achievement, 12th edition (1986).

Phi Kappa Phi National Honor Society 1970 to present.

Sigma Delta Pi (Spanish honor society) 1981 to present.

Foreign Language Award -- Class of 1969, University of Scranton.

Secondary Education Award -- Class of 1969, University of Scranton 1969.

H. PROFESSIONAL MEMBERSHIPS

American Association for Applied Linguistics .

American Association of Teachers of Spanish and Portuguese.

TESOL International.

I. INVITED LECTURES, PLENARIES, COLLOQUIA, and COURSES

Four lectures (gesture & L2 learning, dynamic assessment, dialectics & advanced L2 proficiency, re(de)fining advanced proficiency). University of Hong Kong, Faculty of Education. May 29, 30, 31, June 4, 2007.

Inter- and intra-personal interaction in L2 learning: A sociocultural perspective. Paper in invited colloquium on Interaction in SLA organized by S. Gass & A. Mackey. Annual Conference of the American Association for Applied Linguistics. Costa Mesa, CA. April 25, 2007.

The dialectics of SLA. Plenary address at conference on Socio-Cognitive Approaches to Second Language Learning and Teaching. University of Auckland. Auckland, New Zealand. April 13th, 2007.

Concept-based L2 instruction. Department of Linguistics, SUNY-Stony Brook. March 9, 2007.

Internalization and L2 learning. Department of Spanish & Portuguese, University of Texas, Austin. February 19, 2007.

Dynamic assessment in the foreign language classroom. Department of Spanish & Portuguese, University of Texas, Austin. February 20, 2007.

Three open lectures on self-regulation, internalization and private speech in L2 learning. University of Pompeu Fabra. Barcelona, Dec. 11, 13, 14, 2006.

Participant in invited colloquium: Language in action and activity: unit of the analysis. Conference on Language in Action—Vygotskian, Leontievian Legacy Today. University of Jyväskylä. Jyväskylä, Finland. June 9, 2006.

Summer School Course on Dynamic Assessment and Concept-Based L2 Instruction. University of Jyväskylä, Finland. June 5-7, 2006.

Sociocultural theory and its implications for the language classroom. College of Education. University of Cincinnati. April 13, 2006.

The relevance of conceptual knowledge for L2 Learning. Plenary address at the annual conference of the Spanish Association for Applied Linguistics. Madrid. March 29, 2006.

Intensive seminar for faculty and doctoral students on Sociocultural Theory and L2 Learning. University of Odense. Odense, Denmark. December 14-15, 2005.

Public Lecture on Dynamic Assessment in the FL Classroom. Kassel University. Kassel, Germany.
December 12, 2005.

Dynamic Assessment in the Language Classroom. University of Scranton. Scranton, PA. November
20, 2005.

Dynamic Assessment and Probable Alzheimer's Disease: Sustaining Cognitive Development.
Ontario Institute for Studies in Education, U of Toronto. November 11, 2005.

Sociocultural theory and second language learning: Three research agendas. Plenary address. World
Congress of the International Association of Applied Linguistics. University of Wisconsin,
Madison. July 25, 2005.

Dynamic Assessment and L2 Development. University of Massachusetts, Amherst. March 28, 2005.

Organize Invited Symposium on Conceptual and Empirical Approaches to Advanced Proficiency.
Georgetown University Round Table on Language and Linguistics, Washington, DC. March
12, 2005.

Languaculture: Re(de)fining advanced proficiency. Paper presented on Symposium on Conceptual
and Empirical Approaches to Advanced Proficiency. Georgetown University Round Table
on Language and Linguistics, Washington, DC. March 12, 2005.

Internalization and L2 acquisition. Keynote address. KATE (Korean Association of Teachers of
English). Seoul, South Korea. June 25, 2004.

Dynamic Assessment in L2 Learning. Graduate School of Education. University of Bristol, UK.
March 10, 2004.

Internalization and L2 development. SLA Seminar. University of Limerick, Ireland. March 9, 2004.

On the other hand: Gesture/Speech Interface in L2 Performance. Plenary address, Second
Language Research Forum, University of Arizona. Tucson, Oct. 16, 2003.

Gesture and motions verbs in Spanish and English L1 and L2. Keynote presentation at the XIII
annual Colloquium on Hispanic and Luso-Brazilian Literatures and Romance Linguistics,
University of Texas at Austin. Austin, TX April 4-5, 2003. Also presented to the Dept. of
Modern Languages, Carnegie Mellon University. Oct. 23, 2003.

Sociocultural theory and mainstream SLA: An Exegesis. 9th Annual Meeting of the Sociocultural
Theory and Second Language Learning Research Group. Florida State University,
Tallahassee, FL. October, 2002.

Second Language Learning and Internalization. 8thth Annual Meeting of the Sociocultural Theory and Second Language Learning Research Group. University of Toronto, October. 2001.

Aproximación a la teoría socio-cultural y su incidencia en las aulas de lenguas extranjeras. Presented at workshop entitled, *La lengua vehículo cultural multidisciplinar*, sponsored by the University Complutense of Madrid. El Escorial, Spain. July 11, 2001.

La teoría socio-cultural: Reflexión sobre estudios y aplicaciones prácticas. Presented at workshop entitled : *La lengua vehículo cultural multidisciplinar*, sponsored by the University Complutense of Madrid. El Escorial, Spain. July 12, 2001.

On the potential relevance of private speech and internalization for second language development. Paderborn University, Germany. December 2000.

Going out of my head ! Private speech and SLA. Plenary address, International Conference on Language and the Mind. National University of Singapore. September 2000.

Language play and SLA: Theorizing the private speech/learning interface. Plenary Address. Annual Meeting of the Australian Association for Applied Linguistics. July 2000.

An activity theoretic perspective on classroom motivation. The Berkeley Language Center Conference on Ecological Approaches to Language Learning, University of California at Berkeley, March 2000 (with P. Genung).

Teaching standard English: The Dangers of linguistic arrogance. Public lecture. University of Auckland, Auckland, NZ, September 1999.

The role of inner speech in second language acquisition: Theoretical perspectives. Featured address at the annual meeting of the New Zealand Association for Applied Linguistics, Auckland, NZ, September 1999.

Activity theory and its implications for second language learning. Monash University and repeated at Latrobe University, Melbourne, Australia. May 1998.

Standard and other Englishes in the school setting. Public lecture sponsored by the School of Languages, University of Melbourne, Melbourne, Australia. May 1998.

(Re)constructing a self in a second language. School of Languages Post Graduate Conference: Voices --literary & linguistic interpretations. University of Melbourne. April 1998 (Keynote lecture).

(S)econd (L)anguage (A)ctivity Theory: Understanding second language learners as people. Invited paper at colloquium on the construction of the second language learner organized by Michael Breen. AAAL '98. Seattle, Washington, March 1998 (co-author Aneta Pavlenko)

Sociocultural theory and second language learning. University of California at Davis. January 1998.

Vygotsky's zone of proximal development and Krashen's $i + 1$: Incommensurable discourses and incommensurable theories. Berkeley Language Center, University of California at Berkeley. January 1998 (revised version of a paper presented at the OISE, see below)

The reconstruction of a self in a second language. Centre for Cultural Studies, University of Bradford, United Kingdom. October 14, 1997. This talk was also be presented at the School of Education, University of London and at the Department of English Studies at the University of Nottingham. November 25, 1997.

An overview of Vygotskian sociohistorical psychology and its relevance for general and second language education. School of Education, University of Leeds, United Kingdom. November 11, 1997 and at the School of Education, Thames Valley University, United Kingdom. December 2, 1997.

Second culture acquisition: cognitive considerations. Department of Applied Language Studies, University of Leeds, United Kingdom, November 11, 1997. This talk was also presented at the Department of English Studies, University of Nottingham. November 5, 1997.

The Zone of proximal development and $i + 1$: Incommensurable discourses ? (with W. Dunn) Ontario Institute for Studies in Education, University of Toronto, April 1997.

Organizer of invited colloquium: Sociocultural theory and second language learning: Confronting the margins. Annual conference of the American Association for Applied Linguistics, Orlando, 1997.

Organizer of special symposium in honor the 100th anniversary of the birth of L. S. Vygotsky at the World Congress of the International Association of Applied Linguistics, Jyväskylä, Finland, August 1996.

The laboratory and the language classroom: Dissolving the boundaries. Featured address at the Annual Seminar on Languages and Literatures, Interamerican University of Puerto Rico, April 1996.

Second language theory building: Let all the flowers bloom ! Modern Language Centre of Ontario Institute for Studies in Education. Toronto, April 1996.

Invited discussion group leader for Applied Linguistics Interest Section of TESOL at the annual international convention. Chicago, March 1996.

Invited participant in the special session for journal editors at the annual international convention of TESOL. Chicago, March 1996.

Invited discussant for the Research Fair sponsored by the Research Interest Section of TESOL at the annual international convention. Chicago, March 1996.

The metaphors of second language acquisition theory building. Colloquium Series of Second Language Acquisition and Teacher Education (SLATE) program of the University of Illinois, November 1995.

The role of private speech in the acquisition of Spanish as a second language. Conference on The Acquisition of Spanish as a First and Second Language, Pennsylvania State University, October 1995 (Keynote address).

Second language acquisition theory building? Annual meeting of the British Association of Applied Linguistics. Southampton, UK, September 1995 (Plenary lecture).

What's so basic about basic research ? Presentation in Invited colloquium on classroom second language research (organized by Rod Ellis). Fifteenth annual meeting of Second Language Research Forum, Cornell, September 1995.

Second language learning in the 'zone of proximal development': A revolutionary experience. American Education Research Association Annual Meeting, San Francisco, April 1995.

Invited discussant for young researchers at Research Fair, TESOL Annual Meeting, Long Beach, March 1995.

Vygotskian theory and second language acquisition: An overview of research. University of California at Santa Barbara, October 1994.

Code-switching in Spanish as a foreign language: Some evidence for functional categories. Pennsylvania State University, April 1994

Eliciting and analyzing private speech. Invited research workshop at American Association of Applied Linguistics. Baltimore, March 1994.

Second language learning in the 'zone of proximal development.' Ontario Institute for Studies in Education, January 1994.

Workshop on Second Language Acquisition for ASL faculty. Northeastern University, Boston, June 1994.

Vygotsky and Bakhtin in the second Language classroom: A case for strategic interaction.

Georgetown University Round Table in Honor of Robert J. Di Pietro, March 1993. The role of 'private Speech' in language learning. Visiting Scholar Lecture, Georgia Center University Consortium, University of Georgia, April 1993.

Sociocultural theory in the modern classroom. New York University chapter of Phi Delta Kappa National Education Honor Society, NYC, May 1993 (Keynote address).

Internal processing in L2 acquisition. Learning Center. University of Pittsburgh, March 1990.

Second Language Research and Its Implications for Deaf Education. Communication 90. Toronto, November 1990.

Universal grammar and second language learning. University of Essen, Germany, January 1989.

Language play and L2 learning. Graduate School of Education. University of Pennsylvania, April 1989.

Vygotskian theory and second language acquisition. University of Kiel, Germany, January 1988.

L2 learning: A Vygotskian approach. University of Rochester, September 1987.

Vygotskian theory and language acquisition. University of Udine, Italy, February 1987.

The place of grammar in the language classroom. Thai TESOL Conference. Bangkok, October 1985 (Plenary lecture).

How to make and test native speakers. Annual Meeting of the Linguistics Association of the Southwest. Houston, October 1985 (Keynote address).

Theory and practice: Eclecticism in FL teaching methodology. Second Penn State Conference on Developments in Language Learning, June 1984 (Keynote address).

Silent way and strategic interaction in the FL classroom. George Mason University, October 1983.

Content-focused language teaching: U.S. Hispanic culture in the language classroom. Sixth Annual Symposium on Spanish and Portuguese Bilingualism. Mayaguez, Puerto Rico, November 1982.

J. CONFERENCE PRESENTATIONS

Colloquium on sociocultural approaches to second language pedagogy (organizer). Annual conference of the American Association for Applied Linguistics. Costa Mesa, CA. April 24, 2007.

Let's Keep our Heads: The Individual in Sociocultural Theory. AAAL Annual Conference. Portland, Oregon. May 4, 2004.

- Poehner, M. & J. P. Lantolf. 2003. Dynamic Assessment of L2 Development: Bringing the Past into the Future. Annual Meeting of the British Association of Applied Linguistics. University of Leeds, UK. Sept. 4.
- Lantolf, J. P. & E. Negueruela. 2003. Sociocultural theory and the teaching of grammar in the L2 classroom. Annual TESOL Conference. Baltimore, MD. March.
- Carlson, M. & J. P. Lantolf. 2003. Mind making in the private writing of L2 learners. Annual Conference of the American Association for Applied Linguistics. Washington, D.C., March.
- Lantolf, J. P. & P. Genung. 2001. I'd rather switch than fight: An activity theoretic study of a successful, unsuccessful language student. Colloquium – Theory in Practice. Annual Conference of the American Association for Applied Linguistics, St. Louis, February, 2001.
- Lantolf, J. P. & S. L. Thorne. 2000. "Mr. Brunner – Tear down that scaffold" : Linking sociocultural theory to activity theory through the ZPD. Conference on Scaffolding language and learning in educational contexts: Socio-cultural approaches to theory and practice. University of Technology, Sydney, Australia. December 6, 2000.
- Lantolf, J. P. 2000. Language learning as fun and games: Private speech as language play in SLA. Colloquium on Language Play. Annual Conference of the American Association for Applied Linguistics, Vancouver, March.
- Lantolf, J. P. 1999. Activity theory and teacher education. Colloquium on Teacher Education. Annual Conference of the American Association for Applied Linguistics, Stamford, CT, March.
- Pavlenko, A. & J. P. Lantolf. 1997. Voices from the margins: Second language acquisition as (re) construction of a self . Annual Conference of the American Association for Applied Linguistics, Orlando, March.
- Lantolf, J. P. 1996. Discussion leader of the Applied Linguistics Interest Section at the Annual meeting of TESOL International, Chicago, March.
- Lantolf, J. P. 1995. Organizer of Colloquium on Sociocultural Approaches to Second Language Discourse. Annual meeting of the American Association for Applied Linguistics, Long Beach.
- Lantolf, J. P. 1994. Sociocultural Psycholinguistics: A Brief Historical Overview. Annual meeting of the American Association for Applied Linguistics, Baltimore.

- Lantolf, J. P. & G. Appel. 1993. Acquisition of word order in German as a second language: Evidence from learner diaries (with G. Appel). Annual meeting of the American Association of Teachers of German, San Antonio.
- Christie, K. & J. P. Lantolf. 1993. Crosslinguistic properties of reflexives in English, Chinese and Spanish: A study of L2 learners. Thirteenth annual meeting of the Second Language Research Forum, University of Pittsburgh.
- Toribio, J. & J. P. Lantolf. 1993. Introspection and repetition: A comparative study of second language research methodologies. Thirteenth annual meeting of the Second Language Research Forum, University of Pittsburgh.
- Aljaafreh, A. & J. P. Lantolf. 1993. Negative Feedback and L2 Learning in the Zone of Proximal Development. Annual meeting of the American Association for Applied Linguistics. Atlanta.
- Toribio, J., R. Roebuck, & J. P. Lantolf. 1993. On the role of UG in adult second language acquisition: Evidence from pro-drop. Annual meeting of the Linguistics Society of America, Los Angeles.
- Christie, K. & J. P. Lantolf. 1993. Bind me up, bind me down: Binding theory and second language acquisition. Workshop on Recent Advances in Second Language Acquisition Research. MIT, Boston.
- Lantolf, J. P. 1992. An overview of Vygotskian psycholinguistic theory. Annual convention of the American Association of Teachers of Spanish and Portuguese. Cancun, Mexico.
- Lantolf, J. P. 1992. The linguistics of private speech: A contribution of applied linguistics to cognition research. Annual meeting of the American Association for Applied Linguistics, Seattle.
- Appel, G. & J. P. Lantolf. 1992. Metatalk in L2 narrative text recall protocols. Annual meeting of the American Association for Applied Linguistics, Seattle.
- N. Goss, Y-H Zhang & J. P. Lantolf. 1991. Two heads are better than one: Assessing learner strategies in grammaticality judgment tasks. Conference on Theory Construction and Methodology in Second Language Acquisition Research, Michigan State University.
- Christie, K. & J. P. Lantolf. 1991. Linguistic competence or cognition: The relevance of learner intuitions for UG models of SLA. Eleventh annual meeting of the Second Language Research Forum, University of Southern California.

- Appel, G. & J. P. Lantolf. 1991. Cognitive complexity as a factor in L2 speech production. Eleventh annual meeting of the Second Language Research Forum, University of Southern California.
- Lantolf, J. P. 1990. Cognitive dialogue and second language learning. Fourth annual Conference on Pragmatics and Language Learning, University of Illinois.
- Lantolf, J. P. 1990. Reassessing the null-subject parameter in L2 learning. Tenth annual meeting of the Second Language Research Forum, University of Oregon.
- Donato, R. & J. P. Lantolf. 1989. The discursive origins of L2 monitoring. Third annual Conference on Pragmatics and Language Learning, University of Illinois.
- Lantolf, J. P. 1987. Language play in second language learning. Fall Conference of PENN-TESOL East, Philadelphia.
- Lantolf, J. P. & M. Ahmed. 1987. Interlanguage variation and Vygotskian psycholinguistic theory. Conference on Variation in Second Language Acquisition, University of Michigan.
- John-Steiner, V., G. Appel & J. P. Lantolf. 1987. Parasession on Vygotskian theory and second language learning. Second International Congress on Applied Psycholinguistics, Kassel, Germany.
- Lantolf, J. P. & W. Frawley. 1986. Understanding proficiency? (with W. Frawley). Annual Convention of the Modern Language Association of America, New York City.
- Lantolf, J. P. 1986. Developing expert writers in Spanish as a second language. Second Biennial Northeast Regional Meeting of the American Association of Teachers of Spanish and Portuguese, University of Massachusetts at Amherst.
- Bullock, B. & J. P. Lantolf. 1986. Text genre and reading in a second language. Penn-TESOL Spring Conference, Drexel University.
- Frawley, W. & J. P. Lantolf. 1985. Metacognition and the epistemology of L2 or how the West was won. First International Congress on Applied Psycholinguistics, Barcelona.
- Lantolf, J. P. & W. Frawley. 1985. Proficiency: How to make a native speaker? Conference on Language Proficiency, Foreign Service Institute, Arlington, VA.
- Lantolf, J. P. & W. Frawley. 1984. Oral proficiency testing: A critical analysis. Annual Convention of the Modern Language Association of America, Washington, D.C.
- Lantolf, J. P. & W. Frawley. 1984. L2 communication strategies: A functional perspective. Seventh World Congress of the Association Internationale de Linguistique Applique, Brussels.

- Lantolf, J. P., A. Labarca, M. denTuinder. 1983. A functional dictionary in the interactive classroom. Annual Convention of the American Association of Teachers of Spanish and Portuguese, Mexico City.
- Di Pietro, R. J., J. P. Lantolf, & R. Donato. 1983. Strategic interaction and classroom discourse (with R. J. Di Pietro and R. Donato). Annual Convention of the Modern Language Association of America, New York City.
- Lantolf, J. P. & G. Salah. 1983. Enhancing L2 performance through strategic interaction. XVth AIMAV Colloquium, Nijmegen University, The Netherlands.
- Lantolf, J. P. & W. Frawley. 1983. L2 discourse and Vygotskian psycholinguistics: Implications for input conditions in the classroom setting. Eleventh LACUS Forum, Laval University, Quebec.
- Lantolf, J. P. & A. Labarca. 1983. Strategic interaction: An innovative method for classroom acquisition of ESL. Penn-TESOL Conference, Philadelphia.
- Frawley, W. & J. P. Lantolf. 1983. Reference in L2 discourse: A Vygotskian perspective. XVIIth Annual Convention of TESOL International, Toronto.
- Lantolf, J. P., A. Labarca & R. Vuchic. 1983. Facilitating language learning K through 12. Northeast Conference on Language Teaching, Baltimore.
- Lantolf, J. P. 1982. Language teaching and the computer. Delaware Symposium on Language Studies, IV. University of Delaware.
- Lantolf, J. P. & R. Khanji. 1982. The non-linguistic parameters of interlanguage performance: Expanding the Research Paradigm. Tenth LACUS Forum, Northwestern University.
- Lantolf, J. P. & A. Labarca. 1982. Facilitating acquisition in the classroom setting. Indiana University of Pennsylvania Conference on Foreign Language Teaching, Indiana, PA.
- Lantolf, J. P. 1981. The relationship of FL acquisition to study abroad. Annual Conference of the Council on International Educational Exchange, Washington, D.C., November.
- Lantolf, J. P. & A. Labarca. 1981. Facilitating student placement: A multiple-choice cloze test. Annual Convention of the Modern Language Association of America, New York City.
- Lantolf, J. P. 1980. A comparative analysis of interference phenomena in two U.S. Spanish dialects. Symposium on Spanish in the U.S.: Beyond the Southwest, University of Illinois at Chicago.
- Lantolf, J. P. & V. Streiff. 1980. Cloze testing and the 'silent way'. Annual Convention of the Modern Language Association of America, Houston.

- Lantolf, J. P. 1979. The silent way and humanism in the language classroom. TEXAS TESOL Conference, San Antonio.
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L. DISSERTATIONS, THESES and MA PAPERS DIRECTED

1. PENN STATE UNIVERSITY

Dissertations

S. Choi (in progress). Motion events and gesture in narratives of advanced speakers of L2 Korean and L2 English.

C. Yañez-Prieto (in progress). On literature and the secret art of invisible words : Teaching literature through language.

R. Ableeva (in progress). Dynamic assessment of listening comprehension in L2 French (co-director with C. Kinginger).

V. Driaguina (2007). Crossing and bridging spaces in a second language : a corpus-based approach to motion talk by American learners of Russian.

M. Ferreria (2005). An application of the concept-based approach to academic writing instruction.

M. Poehner (2005). Dynamic assessment in the foreign language classroom (co-director, Celeste Kinginger).

J. Gelabert (2004). Political language in modern day Spain : A pragmatic study of socialist and conservative discourses.

M. Fiori (2004). The effects of computer mediated instruction on the learning of Spanish as a foreign language.

E. Negueruela (2003). A sociocultural approach to the teaching-learning of second languages : Systemic-theoretical instruction and L2 development.

A. Jimenez-Jimenez. (2003). Participation as prevention : Second language attrition after a study abroad experience.

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G. Zapata. (2002). Teaching assistants' perceptions and use of instructional technology in L2 Spanish classrooms.

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MA Papers

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R. M. Salaberry. (1997). The acquisition of tense and aspect in Spanish as a second language in the classroom setting. [finalist for Birkmaier dissertation prize, 1998].

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- T. McCone. (1993). Speaking as regulation: Psycholinguistic aspects of student speech in the presence of foreign and native teaching assistants.
- V. Bhide. (1992). Testing the availability of universal grammar in adult second language acquisition: A developmental study of the acquisition of German word order in a classroom setting.
- D. Verity. (1992). Strategic mediation in the rehearsal process: A psycholinguistic study of directing.
- A. Aljaafreh. (1992). Negative feedback in second language learning and the learner's Zone of Proximal Development.
- K. Christie. (1992). Binding theory and second language acquisition. [Outstanding Dissertation Award in Social Sciences, University of Delaware].
- R. Vuchic. (1992). Nominal concord in French as a second language and the theory of tiers.
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4. *SOPHIA UNIVERSITY, TOKYO*
- M. Yamada. (2001). Mediation by a non-native language: Can cooperative dialogic processes lead to communicative effectiveness?
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- R. Cook (2006). Language teaching as activity: A sociocultural perspective of second language teacher practice. Monash University. Victoria, Australia.
- S. Tchigaeva. (2004). Postgraduate students' reading of disciplinary academic texts in a second language. An activity theoretical analysis of textual actions and interactions. Hong Kong Polytechnic University [Ph.D. dissertation]
- M. Kobayashi. (2004). A Sociocultural Study of Second Language Tasks: Activity, Agency, and Language Socialization. University of British Columbia [Ph.D. dissertation]

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- J. E. Miralles. (1998). Teaching feminist in adult ESL: An exploration of how the work of Vygotsky, Volosinov and Bakhtin can inform pedagogy. University of Melbourne, 1998 (MA, thesis)
- U. M. Kowal. (1997). French immersion students' language growth in French: Perceptions, patterns, and programming. Ontario Institute for Studies in Education, University of Toronto (EDD, Dissertation).
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- A. White. (1987). A critical evaluation of silent way methodology. Monash University. [MA Thesis].
- G. Washburn. (1989). Working in the ZPD: Fossilized and nonfossilized nonnative speakers. University of Pennsylvania. [Ph.D. Dissertation].

M. KNOWLEDGE OF LANGUAGES OTHER THAN ENGLISH

Spanish--fluent in all aspects; German--speaking, limited reading; Italian—limited speaking, reading; French--limited speaking, reading; Portuguese--limited speaking; reading.